Responsible Behaviour Plan for Students
Middlemount Community School

1. Purpose

Middlemount Community School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Educational opportunities at Middlemount Community School will ensure the whole individual is catered for. Learning experiences will nurture and develop the intellectual, cultural, physical and social self. Students and staff will operate in a culture where excellence is to be pursued and lifelong learning is to be valued by all.

2. Consultation and data review

Middlemount Community School developed this plan in consultation with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2012 also informed the development process, and key principles of School-Wide Positive Behaviour Support (SWPBS) and Essential Skills for Classroom Management have been incorporated into the plan.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2014, and will be reviewed in 2017 as required in legislation.

3. Learning and behaviour statement

All areas of Middlemount Community School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our school’s vision statement, “Working together to ensure that every day, in every classroom, every student is learning for life and achieving their personal best, in a supportive and caring environment”, guides the work of all staff. Combined with the principles of School-wide Positive Behaviour Support (SWPBS), this statement underpins the work of teachers and administrators in developing appropriate behaviours from all students at MCS.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Middlemount Community School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following key rules to teach and promote our high standards of responsible behaviour:

- Safety first
- Take responsibility
- Achievement
- Respect for self and others

Our school’s key rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

<table>
<thead>
<tr>
<th>Universal</th>
<th>Targeted</th>
<th>Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.</td>
<td>In a supportive and well-disciplined school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.</td>
<td>In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.</td>
</tr>
</tbody>
</table>
At Middlemount Community School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The School-wide Behaviour Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings:

<table>
<thead>
<tr>
<th>Safety first</th>
<th>Playground</th>
<th>Toilets</th>
<th>Tuckshop/Eating areas</th>
<th>In the Community (eg. excursions, travelling to and from school)</th>
<th>All areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Act in a manner which is safe for yourself and others</td>
<td>• Keep hands, feet and objects to yourself</td>
<td>• Use assigned toilet blocks</td>
<td>• Stand in an orderly fashion and wait your turn</td>
<td>• Use crossings to cross roads</td>
<td>• Keep feet, hands and objects to yourself</td>
</tr>
<tr>
<td>• Use equipment safely</td>
<td>• Play sport and games on the ovals, not around buildings (all games should be &quot;non-contact&quot;)</td>
<td>• Flush toilets and urinals</td>
<td>• Remain seated in designated areas during eating time</td>
<td>• Follow road rules</td>
<td>• Use and store equipment and belongings appropriately</td>
</tr>
<tr>
<td>• Keep hands, feet and objects to yourself</td>
<td>• Walk on concrete paths and in undercover areas</td>
<td>• Wash hands</td>
<td>• No playing or use of sporting equipment</td>
<td>• Walk (don’t ride) bikes and scooters in the school grounds</td>
<td>• Act safely in school environment</td>
</tr>
<tr>
<td>• Watch out for others</td>
<td>• Wear a hat when you are playing in the sun</td>
<td></td>
<td></td>
<td>• Store bikes and scooters in the racks provided</td>
<td>• Report problems immediately</td>
</tr>
</tbody>
</table>

| Take Responsibility | | | | | |
| • Be prepared - have correct books with homework done, writing materials, ruler, calculator, school diary etc. | • Put your litter in a bin | • Use toilets during breaks | • Make healthy food choices | • Represent Middlemount Community School in a positive manner | Be in the right place at the right time |
| • Be punctual – move quickly to class and line up quietly outside the room | • Remain in designated, appropriately supervised areas | • Return to class promptly if needing to use the toilet during class time | • Ask for permission to leave the eating area when you have finished lunch | | Follow instructions immediately |
| • Ask for help | • Be punctual when the bell goes – move quickly to class and line up quietly outside the room | | | | Make appropriate choices independently |
| • Report inappropriate behaviour | | | | | Accept responsibility for your own actions |
| • Take responsibility for your own actions | | | | | Use personal electronic devices responsibly |
| • Leave mobile phones at home, and personal electronic devices out of the classroom | | | | | |
| • Use technology responsibly | | | | | |

| Achievement | | | | | |
| • Participate in class – listen to and follow all instructions | • Play fairly – show good sportsmanship | | | | |
| • Complete all set tasks to the best of your ability – in class and at home | | | | | |
| • Ensure all assessment tasks are submitted on time, including draft copies | | | | | |
| • Persist with difficult tasks | | | | | |
| • Ask questions | | | | | |
| • Cooperate with others - help and encourage others when you can | | | | | |

| Respect for Self and Others | | | | | |
| • Listen when others speak | • Follow the instructions given to you by staff members on duty | • Respect the privacy of other students | • Wait in line and be respectful to staff | • Respect others | Respect yourself, others and property |
| • Use appropriate manners | • Treat others with kindness and respect | • Talk quietly | • Leave tuckshop area immediately after purchasing items | • Use manners | Use polite language |
| • Remove your hat | • Speak respectfully and always use good manners | • Keep toilets clean | • Leave eating area clean when dismissed | • Follow community rules | Wait patiently for your turn |
| • Put your hand up to ask a question | • Show consideration for your teachers, classmates and their property | | | | Be aware of the rights and feelings of others |
| • Remain in your seat | | | | | Wear your uniform correctly and with pride |
| • Leave your classroom clean (free of litter and vandalism) | | | | | |
| • Show consideration for your teachers, classmates and their property | | | | | |
These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Visual displays of rules; and
- Reinforcement of learning from behaviour lessons on school parades and during active supervision by staff during classroom and non-classroom activities.

**Reinforcing expected school behaviour**

At Middlemount Community School, behaviour expectations are explicitly taught. These expectations are then positively reinforced, providing students with encouragement to engage in expected school behaviour. Teachers use a range of strategies to promote positive and desirable behaviours in students in keeping with the Code of School Behaviour (2012) that recognises the significance of appropriate and meaningful relationships within their classrooms. Teachers may select a range of strategies as suggested and/or their own using their professional judgement and knowledge of their students. Additional emphasis on expected behaviours is also provided through the “You Can Do It” Education Program (Prep – Year 2), The Pacific Institute’s “It’s Up to Me!” Program (Years 3 – 6), and Social and Emotional Wellbeing programs (Years 7 – 12), in line with the school’s Learning and Wellbeing Policy.

In keeping with the concept of acknowledging desirable behaviour the whole school community recognises and promotes desirable behaviour through awards and assemblies.

**Class Reward Systems**

Primary teachers employ a range of strategies for recognising and rewarding positive student behaviour. Examples include:
- Sticker charts (when students have enough stickers, they can choose a small prize or reward time eg. iPad/computer time, reading with partner)
- Paper money (can be cashed in for small prizes)
- Class Dojo points (choose from the prize box if sufficient points are achieved during the week)
- Charts with different levels which students move up in response to positive behaviour. Students who reach the top are then given class recognition at the end of the week.

Secondary teachers also use a variety of techniques in their classrooms. One strategy that is employed consistently is the ‘Gold Star’ award, which can be distributed to students when they are observed following school rules in either a classroom or non-classroom setting. This positive reinforcement of school rules occurs throughout the day. Students who receive a ‘Gold Star’ are then able to take this home to show their parents, and teachers will place the slips into boxes to conduct a weekly draw.

**STAR of the Week**

Teachers recognise students who have excelled in classroom settings each week – that is, students who have best met the expectations within the classroom setting. Primary teachers award a ‘STAR of the Week’ for displays of excellence within the classroom; this award is given to students on weekly primary parades. Secondary teachers also acknowledge classroom excellence by awarding a Junior and Secondary ‘STAR of the Week’, which are presented at the weekly secondary parade.

**Semester Achievement Awards**

At the end of Semester 1, students across all year levels are recognised for exemplary behaviour and exceptional effort within the classroom. Students who achieve a grade of excellent in at least 50% of their subjects (and not less than Very Good in the remainder), for Behaviour and/or Effort, receive an Achievement Award on school assembly.

At the end of the year, a similar acknowledgement takes place at the Primary (Years 4 – 6), and Secondary (Years 7 – 12) Awards Ceremonies with students who have demonstrated Very Good or Excellent effort across their subjects, receiving Industry Awards. (Students in Prep – Year 3 are recognised in the same way as for Semester 1).

**Rewards Days**

At the end of each semester, students who meet expectations within both classroom and school-wide settings may participate in reward activities. Activities may include such things as an afternoon barbecue and team sport, games at the local pool, a trip to the Emerald cinema, etc.

Eligibility for rewards activities is determined by a student’s:
- Behaviour/Effect results on the end of semester report card – these must be consistently listed as Excellent or Very good (previously listed as A and B standards respectively);
- Positive behaviour records, including STAR of the Week awards, as documented in a student’s OneSchool profile;
- Behaviour incident referrals (lack of), as documented in a student’s OneSchool profile; and
- School attendance rate.
Responding to unacceptable behaviour

Students come to school to learn. The Responsible Behaviour Plan outlines a clear set of expectations that teachers and administration consistently and clearly communicate to students. Additional behaviour support is necessary when students do not behave in a manner consistent with school expectations. The response to such instances is crucial as it presents an important opportunity for student learning.

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and/or infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to adjust their behaviour so that it aligns with our school’s expectations. Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more safely, more responsibly or more respectfully. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour and plan how their behaviour could be modified so as to align with the expectations of our school community.

In some instances teachers may impose a suitable consequence such as a detention, parent contact, an apology etc.

Targeted Behaviour Support

Each year a small number of students at Middlemount Community School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner. Such behaviours may include:

- Repeatedly not prepared for class with material
- Rudeness/disrespect
- Homework/assessment/class work not completed or frequently not completing class work or homework
- Interfering with the rights of others to learn
- Repeated disruptive behaviour
- Name calling
- Repeated off task behaviours
- Pushing
- Repeated non-compliance with classroom rules
- Inappropriate language
- Repeated lateness
- Inappropriate playground behaviours
- Repeated non-compliance with assessment policy
- Minor unsafe behaviours
- Consistent and on-going non-compliance with assessment policy

Classroom teachers may establish a management plan consistent with the steps below:

<table>
<thead>
<tr>
<th>S</th>
<th>Start – All students start on green each day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Time Out – occurs after two warnings for persistent disruptive behaviour have been issued (within classroom)</td>
</tr>
<tr>
<td>A</td>
<td>Alternate – student removed to an alternate location for persistent disruptive behaviour.</td>
</tr>
<tr>
<td>R</td>
<td>Referral to administration or other support staff when behaviour jeopardises safety of others.</td>
</tr>
</tbody>
</table>
They may also use a range of strategies to address such behaviour, and parents are notified about concerns.

**Appropriate Teacher Action**

Enforce school-wide expectations using proactive measures and positive reinforcement through actions such as:

- Displaying rules in classroom
- Managing behaviour with Essential Skills for Classroom Management
- Recording positive behaviour in OneSchool
- Differentiating lessons to cater for student needs

Respond to minor misbehaviour through actions including:

- Discussing the problem/situation
- Documenting incidents and keeping anecdotal records of inappropriate behaviour
- Enforcing lunchtime detention (implemented and supervised by teacher)
- Time out (within/out classroom)
- Buddy class system
- Contacting parents by phone, email or organising a meeting

Respond to repeated minor / major misbehaviour by:

- Referring to Administration through OneSchool
- Seeking immediate administration assistance
- Actively seeking feedback from HOD / HOC / DP
- Working with HOD / HOC / DP to implement targeted behaviour support strategies such as Behaviour Monitoring and Individual Management Plans

A class teacher may also seek support from a member of the school Leadership team - Junior/Senior Secondary Coordinator, Head of Curriculum, Head of Department, Deputy Principal or Principal, as appropriate.

**Appropriate Junior/Senior Secondary Coordinator Action**

Junior/Senior Secondary Coordinators liaise with teachers to implement effective universal behaviour support. Coordinators also work with HOD to target behaviour support and use strategies including:

- Interviewing students
- Discussing the problem / situation
- Tracking behaviour through monitoring cards
- Making parent contact via phone, letter or through interview
- Implementing detentions, including before, during and after school detention
- Documenting follow-up on OneSchool

**Appropriate Head of Curriculum / Head of Department Action**

HOC / HOD uses additional strategies to ensure targeted behaviour support such as:

- Student interview, student / teacher interview, or parent contact / interview
- Documentation of follow-up on OneSchool
- Implementing Behaviour Monitoring folder
- Implementing detentions, including before, during and after school detention
- Withdrawing students from class or school-based activities e.g. excursions, school sport
- Documenting targeted support strategies and referring students to DP / Principal

**Appropriate Deputy Principal / Principal Action**

In addition to all universal behaviour support actions available at previous levels, Deputy Principal / Principal act at targeted and intensive levels by:

- Devising Individual Management Plans
- Implementing school-based consequences eg lunchtime detention room, litter duty, community service
- Contacting parents for interview / student conference
- Collecting data from teacher / HOC / HOD on student progress
- Documenting targeted and intensive support offered at other levels
- Restitution (eg. in the case of vandalism or damage to property)
- Mediation
- Referral to Guidance Officer, SBYHN or other external student support services
Middlemount Community School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Such behaviours may include:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent refusal to participate in the course of instruction</td>
<td>Withdrawal from class</td>
</tr>
<tr>
<td>Disobedience</td>
<td>Parent contacted and asked to take student home.</td>
</tr>
<tr>
<td>Bullying</td>
<td>Suspension from school. Students may be suspended for a period of between 1 and 20 days, at the discretion of the Principal. Post compulsory age students can have their enrolment cancelled.</td>
</tr>
<tr>
<td>Physical and verbal intimidation</td>
<td>On re-entry, students may be placed on a daily monitoring program for a period of 2 weeks. Students may be required to report daily to the Deputy Principal.</td>
</tr>
<tr>
<td>Racist or sexually based harassment</td>
<td>On re-entry, students may be asked to meet with staff members who were impacted by the incident leading to suspension. An agreement about re-entry into specific classrooms may be required. Students may have to meet certain requirements as part of this agreement.</td>
</tr>
<tr>
<td>Self-harm</td>
<td>The Principal or Deputy Principal will meet with parents/guardians and outline the conditions of re-entry to the school.</td>
</tr>
<tr>
<td>Possession of a knife or other weapon</td>
<td>Cancellation of enrolment</td>
</tr>
<tr>
<td>It is suspected that student may be under the influence of drugs or alcohol (in this case, students are to be removed immediately from the classroom and sent to the Deputy Principal or Principal)</td>
<td>Exclusion</td>
</tr>
</tbody>
</table>

Behaviours listed above, or similar behaviours, will usually be addressed immediately by the Deputy Principal or Principal. Consequences for such actions may include:

- Withdrawal from class
- Parent contacted and asked to take student home.
- Suspension from school. Students may be suspended for a period of between 1 and 20 days, at the discretion of the Principal. Post compulsory age students can have their enrolment cancelled.
- On re-entry, students may be placed on a daily monitoring program for a period of 2 weeks. Students may be required to report daily to the Deputy Principal.
- On re-entry, students may be asked to meet with staff members who were impacted by the incident leading to suspension. An agreement about re-entry into specific classrooms may be required. Students may have to meet certain requirements as part of this agreement.
- The Principal or Deputy Principal will meet with parents/guardians and outline the conditions of re-entry to the school.
- Cancellation of enrolment
- Exclusion

In some cases support may also include referral to individuals from other agencies already working with the student and their family or district-based behavioural support staff.
5. Consequences for unacceptable behaviour

As stated in Education Queensland's *Code of School Behaviour*, student behaviour that does not comply with the expected standards is not acceptable. The *Responsible Behaviour Plan for Students* will set out the range and level of responses and consequences for student behaviour that is not consistent with these standards.

Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Schools use a range of consequences that are authorised by Education Queensland which include:

- suspensions
- exclusions
- cancellations of enrolment

These consequences are to be used as the last resort for serious behaviour after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

Middlemount Community School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis, as outlined in section 4. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record all moderate and major problem behaviour. Minor behaviour, unless persistent, is recorded and managed in the classroom.

**Minor, Moderate and Major behaviours**

When responding to problem behaviour the staff member first determines if the problem is minor, moderate or major, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time happens
- **Moderate** problem behaviour may be handled by staff members and/or referred to a member of the Leadership team
- **Major** problem behaviour is referred directly to the Leadership team

**Minor** behaviours are those that:

- are minor breeches of the school rules
- do not harm others, or cause you to suspect that the student may be harmed
- do not violate the rights of others
- are not part of a pattern of persistent problem behaviours
- do not require involvement of specialist support staff or Leadership team

Teachers deal with minor behaviours on the spot using appropriate actions outlined in Section 4. Minor problem behaviours may result in the following:

- a redirection procedure - the staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected behaviour,
  3. states and explains expected school behaviour if necessary,
  4. gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away eg. buddy class), individual meeting with the student, apology, litter duty, parent contact/conference, restitution or detention for work completion.

**Moderate** behaviours are those that:

- are more significant breeches of the school rules
- may cause harm, or have the potential to cause harm, to the student or others
- violate the rights of others
- are part of a pattern of persistent problem behaviours
- may require involvement of specialist support staff or a member of the Leadership team
Teachers attempt to handle moderate behaviours by calmly stating the problem, and reminding the student of expected school behaviour. The staff member may then refer the matter to a member of the Leadership team for action (see appropriate Junior/Senior Secondary Coordinator, Head of Curriculum, Head of Department, Deputy Principal or Principal actions in Section 4).

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the Deputy Principal or Principal

Major behaviours result in an immediate referral to the Deputy Principal or Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then contacts Administration.

Major problem behaviours may result in one or more of the following consequences: withdrawal from class, alternate lunchtime activities, loss of privileges, restitution, loss of break times, warning regarding future consequence for repeated offence, detention (before, during or after school), school disciplinary absences (see below).

School Disciplinary Absences

Suspension
Suspension may apply in response to major behaviour incidents such as continued disruptive and off-task behaviour, physical assault, harassment or bullying, and verbal abuse of staff. Suspension will be used only after consideration has been given to other possible responses. Following suspension students must then attend a re-entry meeting with a member of administration and their parents prior to returning from suspension.

A full list of possible grounds for suspension is below:
- Absences
- Persistently disruptive behaviour adversely affecting others
- Other conduct prejudicial to the good order and management of the school
- Other Serious conduct prejudicial to the good order and management of the school
- Physical Misconduct involving Adults not involving an object
- Physical Misconduct involving Adults involving an object
- Physical Misconduct involving Students not involving an object
- Physical Misconduct involving Students involving an object
- Property Misconduct involving own property
- Property Misconduct involving other's property
- Refusal to participate in the program of instruction
- Substance Misconduct involving tobacco
- Substance Misconduct involving other legal substances
- Substance Misconduct involving an illicit substance
- Verbal or Non Verbal Misconduct involving Adults
- Verbal or Non Verbal Misconduct involving Students

Exclusion
The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Exclusion may apply in response to major behaviour incidents such as the distribution of illicit substances, extreme or repeated abuse or intimidation, physical assault and the possession or use of weapons.

Cancellation of Enrolment
The enrolment of a post compulsory age student may be cancelled if the behaviour of the student amounts to a refusal to participate in the educational program provided. A post compulsory student is required to maintain:
- full attendance
- appropriate behaviours according to the school's Responsible Behaviour Plan
- appropriate work standards, including the completion of set class work and all assessment
### Categories of Unacceptable Behaviour and Possible Consequences

<table>
<thead>
<tr>
<th>MINOR</th>
<th>MODERATE</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety First</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Misconduct involving object&lt;br&gt;e.g. throwing pencils, pens etc. in class</td>
<td>- Misconduct involving object&lt;br&gt;e.g. throwing rocks / sticks at other students in the playground</td>
<td>- Physical misconduct&lt;br&gt;e.g. serious physical aggression, fighting, striking a student or staff member</td>
</tr>
<tr>
<td>- Physical misconduct&lt;br&gt;e.g. pushing, shoving, behaving in an unsafe manner</td>
<td>- Physical misconduct&lt;br&gt;e.g. hitting / kicking other students</td>
<td>- Prohibited items&lt;br&gt;e.g. student in possession of weapon or dangerous object</td>
</tr>
<tr>
<td></td>
<td>- Substance misconduct involving tobacco and other legal substances&lt;br&gt;e.g. smoking</td>
<td>- Substance misconduct involving tobacco and other legal substances&lt;br&gt;e.g. possession, consumption or reasonable suspicion of student being under the influence of alcohol</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Substance misconduct involving illicit substance&lt;br&gt;e.g. possession, consumption or reasonable suspicion of student being under the influence of marijuana etc.</td>
</tr>
<tr>
<td><strong>Take Responsibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Dress code&lt;br&gt;e.g. non-uniform jumper, make-up, jewellery</td>
<td>- Prohibited items&lt;br&gt;e.g. student is in possession of inappropriate / offensive material</td>
<td>- Truant / skip class&lt;br&gt;e.g. student is absent from class and there is reasonable concern for the safety and wellbeing of student</td>
</tr>
<tr>
<td>- IT misconduct&lt;br&gt;e.g. using mobile phone in class</td>
<td>- Truant / skip class&lt;br&gt;e.g. student is absent from class without explanation for extended periods of time, leaving grounds without permission, failure to attend school regularly</td>
<td>- IT misconduct&lt;br&gt;e.g. using technology for inappropriate filming / photographic purposes, or sending offensive emails, text messages, posting inappropriate material on social media etc.</td>
</tr>
<tr>
<td>- Late&lt;br&gt;e.g. arrives late to class without reasonable explanation</td>
<td>- Refusal to participate in the program of instruction&lt;br&gt;e.g. refusal to complete set work in class, repeated failure to complete homework, non-submission of assessment tasks, refusal to complete exams</td>
<td>- Non-compliant with routine&lt;br&gt;e.g. blatant refusal to follow directions from staff</td>
</tr>
<tr>
<td>- Truant / skip class&lt;br&gt;e.g. late to class, not attending class</td>
<td>- Refusal to participate in the program of instruction&lt;br&gt;e.g. refusal to complete set work in class, repeated failure to complete homework, non-submission of assessment tasks, refusal to complete exams</td>
<td></td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Non-compliant with routine&lt;br&gt;e.g. not signing in when arriving late, not receiving a uniform pass, failure to follow reasonable direction</td>
<td>- Refusal to participate in the program of instruction&lt;br&gt;e.g. refusal to complete set work in class, repeated failure to complete homework, non-submission of assessment tasks, refusal to complete exams</td>
<td>- Non-compliant with routine&lt;br&gt;e.g. blatant refusal to follow directions from staff</td>
</tr>
<tr>
<td>- Refusal to participate in the program of instruction&lt;br&gt;e.g. failure to complete homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect for Self and Others</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Disruptive&lt;br&gt;e.g. calling out, talking, making noises, back-chatting</td>
<td>- Disruptive&lt;br&gt;e.g. minor disruptive behaviours have escalated in frequency, duration and intensity, and prevent teaching and learning</td>
<td>- Disruptive&lt;br&gt;e.g. student is actively interrupting teaching and learning to the point where lesson has to be stopped and student removed from the classroom</td>
</tr>
<tr>
<td>- Verbal misconduct&lt;br&gt;e.g. swearing, inappropriate language</td>
<td>- Verbal misconduct&lt;br&gt;e.g. repeated swearing, use of offensive language, including references to race, gender or ethnic background</td>
<td>- Verbal misconduct&lt;br&gt;e.g. highly offensive or repeated name-calling, targeted teasing</td>
</tr>
<tr>
<td>- Bullying / harassment&lt;br&gt;e.g. name calling, teasing, put downs of an individual</td>
<td>- Bullying / harassment&lt;br&gt;e.g. highly offensive or repeated name-calling, targeted teasing</td>
<td>- Threat / s to others&lt;br&gt;e.g. direct threats (verbal/physical) to the safety and wellbeing of students or staff</td>
</tr>
<tr>
<td>- Property misconduct&lt;br&gt;e.g. minor graffiti, damaging others equipment, throwing objects in classroom</td>
<td>- Defiant / threats to adults&lt;br&gt;e.g. abusive language, blatant refusal to follow instructions</td>
<td>- Property misconduct&lt;br&gt;e.g. wilful damage to property</td>
</tr>
<tr>
<td>- Lying / cheating&lt;br&gt;e.g. student is dishonest in response to teacher redirection</td>
<td>- Lying / cheating&lt;br&gt;e.g. deliberate deceit to avoid consequences, cheating on tests, plagiarism</td>
<td>- Bullying / harassment&lt;br&gt;e.g. cyberbullying – sending threatening emails, text messages or posting hurtful material on social media</td>
</tr>
<tr>
<td></td>
<td>- Property misconduct&lt;br&gt;e.g. offensive / major graffiti or vandalism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Threat / s to others&lt;br&gt;e.g. verbal / physical intimidation</td>
<td></td>
</tr>
</tbody>
</table>

### Responsibility - All Staff

- Behaviour tracking entry (classroom)
- OneSchool entry (if repetitive)
- Parent contact (phone call/email from teacher)
- OneSchool entry
- Discussion
- Buddy class
- Class / Subject / Playground withdrawal
- Guidance Officer contact
- Behaviour Monitoring Card / Contract
- After school detention
- Possible Consequences
- Class / Subject withdrawal
- Suspension
- Restitution
- Community service
- Police Contact
- Exclusion

- Parent contact
- Buddy class
- Detention / Make up time
- Litter Duty
- OneSchool entry
- Discussion
- Detention / Make up time
- Litter Duty
- Buddy class
- Possible Consequences
- Class / Subject withdrawal
- Suspension
- Restitution
- Community service
- Police Contact
- Exclusion
- OneSchool entry
Responding to Unacceptable Behaviour – Flowchart

**MINOR**

Teacher documents behaviour and response using own anecdotal records. See – ‘Appropriate Teacher Action’.

**PERSISTENT MINOR**

Teacher documents behaviour and response/s using OneSchool

All staff teach and reinforce classroom and school-wide expectations

**Universal Behaviour Support**

**PROBLEM BEHAVIOUR**

**MODERATE**

Effective teacher intervention stops problem behaviour

Teacher intervention does not stop problem behaviour

Teacher documents behaviour and response/s using OneSchool

**Possible referral to Leadership team**

See ‘Appropriate Junior/Senior Secondary Coordinator, Head of Curriculum, Head of Department, Deputy Principal or Principal Action’

**Targeted Behaviour Support**

**MAJOR**

DP / Principal involvement:
Teacher / staff member contacts Admin, and teacher completes OneSchool incident referral.

Repeated major misbehaviour

**Referred to DP / Principal**

See ‘Appropriate DP / Principal Action’

**Intensive Behaviour Support**
6. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Middlemount Community School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.
Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented.

7. Network of student support

Students who require support are referred to the Learning and Wellbeing Team. This committee meets regularly and addresses the needs of referred students, making decisions about the support that will be offered. The LWT consists of:

- Deputy Principal
- Head of Department
- Head of Curriculum
- Special Needs Teacher
- Guidance Officer
- Learning Support Teacher
- Youth Support Coordinator
- School Chaplain

Any of these members may provide assistance to the student. The LWT and Principal/ Deputy Principal also access support from the following sources:

- Teacher Aides
- Child and Youth Mental Health
- Department of Child Safety
- Queensland Health
- Queensland Police Service
- External agencies such as Youth Pathways and Pioneer employment

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Middlemount Community School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs
Students with disabilities

Students with disabilities may require additional support to participate in the school within the Responsible Behaviour Plan. This support may be offered through:

- referral to the social justice committee
- referral to specialist support services, i.e. Guidance officer, CYMHS
- teacher aide support
- teacher professional development

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department’s Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Endorsement

[Signatures for Principal and P & C President]

Effective Date: 1 January 2015 – 31 December 2017
Appendix 1  
Use of Personal Technology Devices* at School

Middlemount Community School recognises the place that mobile phones and other electronic devices* have in our society. We believe that the use of such devices carries some implicit responsibilities which users must learn about. There are also rules of courtesy, respect and consideration for others which must be adhered to when using such devices. We also recognise that use of these devices can become disruptive, if unmonitored.

Rules for Appropriate Use of Electronic Devices

Secondary students at Middlemount Community School are permitted to bring devices to school under the following guidelines. Primary students are not permitted to bring such devices to school.

Mobile phones and other listed devices may only be used before and after school and at break times, unless being used in a teacher directed activity to enhance learning.

Students are expected to demonstrate courtesy, consideration and respect for others whenever using a mobile phone or electronic device.

All student mobile phones and electronic equipment (including those with Bluetooth functionality) are to be switched off and out of sight during classes, where these devices are not being used in a teacher directed activity to enhance learning.

In-phone cameras may not be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.

Recording audio or visual material without the knowledge or consent of the subject is NOT permitted in this school. Invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth) of such material will result in disciplinary action and contravenes the Invasion of Privacy Act 1971 (Qld)

Mobile phones or electronic devices (including those with Bluetooth functionality) may not be taken into or used by students at exams or during class assessment unless expressly permitted by school staff.

The sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will be subject to disciplinary action and potentially police investigation.

Where a device has been used to capture and distribute images of violence, malice, etc. and the images have been uploaded to a website, disciplinary action will be undertaken in accordance with the school's Responsible Behaviour Plan for Students. Additionally, the student will be required to effect the removal of the material from the website.

Mobile phones and other electronic equipment are used at their owners’ risk. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the department's negligence.

Consequences for Inappropriate Use of Electronic Devices

Where a device has been used in a way which contravenes the rules outlined above or in any manner or place which is disruptive to the normal routine of the school, the device will be confiscated by school staff, with collection/return to occur at the end of the school day where the device is not required for further investigation. Serious breaches will result in suspension or possibly exclusion or cancellation of a student's enrolment. Some breaches of this policy may be referred to the police for investigation.

*this includes but is not limited to, games devices, e.g. PSPs, Gameboys, laptop computers, PDAs, cameras and/or voice recording devices, whether or not integrated with a mobile phone or MP3 player, mobile phones, iPods and devices of a similar nature
Appendix 2
Our Approach to Bullying

What is Bullying?
Bullying, harassment, discrimination and violence are all interpersonal behaviours that can create or contribute to negative social environments. Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. ([http://bullyingnoway.gov.au/teachers/facts/definition.html](http://bullyingnoway.gov.au/teachers/facts/definition.html))

Bullying can take many forms:
- direct physical bullying involves behaviour such as hitting, tripping, and pushing or damaging property
- direct verbal bullying is behaviour such as name-calling, insults, homophobic or racist remarks
- indirect bullying is harder to recognise and often takes place ‘behind someone’s back’. this type of bullying is designed to damage a person’s reputation or cause humiliation

Cyberbullying is bullying that is carried out through internet or mobile device technologies. Examples can include:
- repeated hang up calls
- sending insulting or threatening text messages or emails
- publishing someone’s personal or embarrassing information online
- creating hate sites or starting social exclusion campaigns on social networking sites.

Behaviours that do not constitute bullying include:
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

Why are Bystanders important?
Bystanders are usually present when bullying occurs. They typically stand by and watch. It is known that when a bystander actually expresses disapproval of the bullying, on about half of the occasions, the bullying stops. This is why, in many cases, it is important to involve bystanders in any attempts to solve the problem.

What approaches are used to prevent bullying?

Universal Preventive Approach
This involves maintaining an environment in which students do not want to bully. This preventive approach is encouraged through:
- creating an orderly classroom and whole school ethos in which expectations are clear and consistent
- Staff show genuine interest, concern and a caring attitude for students
- Teachers model and encourage acceptance and celebration of individual differences
- Teachers provide opportunities for cooperative learning
- Teachers enable students to share their concerns

Targeted Intervention
This involves teachers focussing directly on bullying as an issue in the school and community.
- Teaching students directly about the nature, prevalence, injustice and harmfulness of bullying
- Advise students about how to respond to bullying
- Explicit teaching of social skills

Intensive Intervention
This occurs with students or groups who have been involved in bullying. There are three methods of intervention:
- Strengthening the victim
- Mediating between the bully and victim
- Applying restorative practice

Who to talk to
If bullying, harassment, discrimination or violence is happening at school, it is very important that students report the behaviour to someone who can help.
Here is a list of people who can be approached to discuss bullying and harassment issues:
- Class / Care Group teacher
- Junior / Senior Secondary Coordinator
- Head of Department / Head of Curriculum
- Guidance Officer
- School Chaplain
- Deputy Principal / Principal

Students should choose someone whom they feel they can trust and who can either help them resolve the problem themselves or who can follow the issue up on their behalf.

If the problem occurs outside school hours or students prefer to talk to someone who is not linked to the school, they can phone: Kids Help Line ☏1800 55 1800; Lifeline ☏13 11 14
Appendix 3
Use of Social Media

Middlemount Community School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Middlemount Community School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Middlemount Community School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Middlemount Community School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Middlemount Community School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Middlemount Community School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Middlemount Community School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Middlemount Community School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Middlemount Community School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Middlemount Community School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, students are expected to engage in positive online behaviours.
Appendix 4
Dress Code for Students

Middlemount Community School is a P & C endorsed uniform school. All students are to wear correct school uniform each day. The school’s dress code was reviewed in 2013 by a sub-committee of the P&C Association and involved input by parents, students and staff. A formal uniform for Junior Secondary and Senior Phase students is compulsory from 2015 onwards.

Should your child be unable to wear the uniform, the school needs to be notified either in writing or by contacting the office. A 20 minute detention or in some incidences a 30 minute after-school detention (with parent contact) may be issued for non-compliance with the school dress code without a reasonable explanation provided by a parent or carer.

General Presentation Standards
Students are permitted to wear the following jewellery - medical alerts or bracelets, religious pendants, watches, signet ring and a maximum of two simple studs or sleepers, for students with pierced ears. Clear or natural nail polish is permitted. Make-up is not permitted.

It is our expectation that body art must be covered at all times; Body or facial piercing must be removed if possible or covered. Extraordinary hair colours, (e.g. pinks, greens, blues, oranges, etc.) are unacceptable except on sports days where spray on hair colour is permitted. Collar length hair or longer is to be tied back at the discretion of the teacher with regard for Workplace Health and Safety standards.

Students who are not compliant with these standards will be asked to remove or cover inappropriate items. Students who are in breach of Workplace Health and Safety standards may be excluded from lessons.

Non-compliance with Dress Code
Consequences for non-compliance with our school’s Dress Code may include:
- detention during lunch or after school
- withdrawal from attending, or participating in, any activity for which student is representing school,
- withdrawal from attending or participating in any school activity that is not an essential school educational program.

Out-of-Uniform Dress Code - must be approved by the school administration
When a student is unable to wear the school uniform, and this has been approved, they are expected to meet the following standards of dress and personal presentation.

Students are to wear:
- collared shirts and sweaters, preferably white in colour
- shorts or skirts of blue (or a dark/neutral colour)
- covered shoes and ankle-high white socks

Dress Code for Free – Dress Days
Students are expected to be of neat and tidy appearance. Students must have covered footwear and are not permitted to wear apparel which advertises cigarettes, drugs, alcohol, pornographic or other inappropriate material. For reasons of sun safety, singlets or tops that expose the midriff are not to be worn.

Students not meeting the dress standard may be asked to return home and change into appropriate clothing by a member of the school’s Administration. Reasonable casual dress standards are required.

Uniform Expectations

<table>
<thead>
<tr>
<th>Prep to Year 6</th>
<th>2015 onwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCS Day/Sports Uniform is worn every day.</td>
<td>Students must wear the MCS Formal uniform on all formal occasions*.</td>
</tr>
<tr>
<td>MCS Day/Sports Uniform is worn on formal occasions*.</td>
<td>Students must wear the MCS Formal Uniform on parade day.</td>
</tr>
<tr>
<td>Students will be provided with MCS representative uniform shirts when appropriate (e.g. Sport teams, Eisteddfod).</td>
<td>On all other days, students may choose which uniform to wear.</td>
</tr>
<tr>
<td>Black shoes are compulsory as part of the MCS uniform.</td>
<td>Ties for boys are not compulsory except on formal occasions.</td>
</tr>
</tbody>
</table>

*Formal occasions include:
- School photos
- Formal school ceremonies (e.g. Achievement ceremony, Leaving Ceremony, Awards Evening, NAIDOC parade)
- Events at which students are representing the school, other than sporting events. (e.g. Anzac Day, Leadership conferences)
- Events at which students are receiving honours or awards
- Events deemed by the principal to be “formal” events
## MCS Day/Sports Uniform

The formal uniform and day/sports uniform must be worn in their entirety. Mixing the uniforms is not permitted.

<table>
<thead>
<tr>
<th>2015 Onwards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shirt</strong></td>
</tr>
<tr>
<td><strong>Skirt/Shorts</strong></td>
</tr>
<tr>
<td><strong>Dress</strong></td>
</tr>
<tr>
<td><strong>Footwear</strong></td>
</tr>
<tr>
<td><strong>Hats</strong></td>
</tr>
<tr>
<td><strong>Swimming Attire</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Uniform</th>
</tr>
</thead>
</table>
| **Formal Uniform** | **Girls**  
White Blouse with royal blue and yellow check trim. White or beige undergarments are to be worn under the shirt. Coloured or black undergarments are not appropriate. Tie in plain royal blue – optional on non-formal occasions.  
Grey tailored shorts, mid-thigh length or grey skirt no shorter than top of kneecap. Bike/sports pants may be worn under the skirt but must not be visible below the hem line.  
**Boys**  
White shirt with royal blue and yellow check trim. Tie in plain royal blue – optional on non-formal occasions.  
Grey tailored shorts.  
A royal blue blazer will be provided for students representing the school. |
| **Footwear** | **Black** (plain) closed in shoes must be worn at all times. Socks should be plain white - no logos or brand names. Closed in shoes must be worn at all times. For safety reasons, all students in years 1-12, when accessing kitchens, labs and manual arts rooms must wear full leather upper shoes. |
| **Hats** | Students are required to wear a broad brimmed or bucket hat, preferably royal blue (caps are unsuitable cover for the whole head) for all outdoor activities. No logos or brand names are permitted. We encourage sunglasses to be worn to protect eyes. |
| **Swimming Attire** | One piece swimsuits are required due to sun safety. Sun shirts are to be worn for swimming lessons. |

<table>
<thead>
<tr>
<th>Winter Uniform</th>
</tr>
</thead>
</table>
| **Formal Uniform** | **Girls**  
White Blouse with royal blue and yellow check trim. White or beige undergarments are to be worn under the shirt. Coloured or black undergarments are not appropriate. Tie in plain royal blue – optional on non-formal occasions.  
Grey tailored shorts, mid-thigh length or grey skirt no shorter than top of kneecap. Bike/sports pants may be worn under the skirt but must not be visible below the hem line.  
**Boys**  
White shirt with royal blue and yellow check trim. Tie in plain royal blue – optional on non-formal occasions.  
Grey tailored shorts.  
A royal blue blazer will be provided for students representing the school. |
| **Footwear** | **Black** (plain) closed in shoes must be worn at all times. Socks should be plain white - no logos or brand names. Closed in shoes must be worn at all times. For safety reasons, all students in years 1-12, when accessing kitchens, labs and manual arts rooms must wear full leather upper shoes. |
| **Hats** | Students are required to wear a broad brimmed or bucket hat, preferably royal blue (caps are unsuitable cover for the whole head) for all outdoor activities. No logos or brand names are permitted. We encourage sunglasses to be worn to protect eyes. |
| **Swimming Attire** | One piece swimsuits are required due to sun safety. Sun shirts are to be worn for swimming lessons. |

<table>
<thead>
<tr>
<th>Winter Uniform</th>
</tr>
</thead>
</table>
| **Formal Uniform** | **Girls**  
White Blouse with royal blue and yellow check trim. White or beige undergarments are to be worn under the shirt. Coloured or black undergarments are not appropriate. Tie in plain royal blue – optional on non-formal occasions.  
Grey tailored shorts, mid-thigh length or grey skirt no shorter than top of kneecap. Bike/sports pants may be worn under the skirt but must not be visible below the hem line.  
**Boys**  
White shirt with royal blue and yellow check trim. Tie in plain royal blue – optional on non-formal occasions.  
Grey tailored shorts.  
A royal blue blazer will be provided for students representing the school. |
| **Footwear** | **Black** (plain) closed in shoes must be worn at all times. Socks should be plain white - no logos or brand names. Closed in shoes must be worn at all times. For safety reasons, all students in years 1-12, when accessing kitchens, labs and manual arts rooms must wear full leather upper shoes. |
| **Hats** | Students are required to wear a broad brimmed or bucket hat, preferably royal blue (caps are unsuitable cover for the whole head) for all outdoor activities. No logos or brand names are permitted. We encourage sunglasses to be worn to protect eyes. |
| **Swimming Attire** | One piece swimsuits are required due to sun safety. Sun shirts are to be worn for swimming lessons. |

<table>
<thead>
<tr>
<th>Winter Uniform</th>
</tr>
</thead>
</table>
| **Formal Uniform** | **Girls**  
White Blouse with royal blue and yellow check trim. White or beige undergarments are to be worn under the shirt. Coloured or black undergarments are not appropriate. Tie in plain royal blue – optional on non-formal occasions.  
Grey tailored shorts, mid-thigh length or grey skirt no shorter than top of kneecap. Bike/sports pants may be worn under the skirt but must not be visible below the hem line.  
**Boys**  
White shirt with royal blue and yellow check trim. Tie in plain royal blue – optional on non-formal occasions.  
Grey tailored shorts.  
A royal blue blazer will be provided for students representing the school. |
| **Footwear** | **Black** (plain) closed in shoes must be worn at all times. Socks should be plain white - no logos or brand names. Closed in shoes must be worn at all times. For safety reasons, all students in years 1-12, when accessing kitchens, labs and manual arts rooms must wear full leather upper shoes. |
| **Hats** | Students are required to wear a broad brimmed or bucket hat, preferably royal blue (caps are unsuitable cover for the whole head) for all outdoor activities. No logos or brand names are permitted. We encourage sunglasses to be worn to protect eyes. |
| **Swimming Attire** | One piece swimsuits are required due to sun safety. Sun shirts are to be worn for swimming lessons. |